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ABSTRACT

This teaching unit, Dancing Occupations, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Fine Arts and Humanities Career Cluster, these twelve lessons on dancing occupations give skills and training, motivational factors, types of dances and career opportunities available to a person interested in this field. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources , is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#107

A CAREER UNIT FOR GRADES 3 AND 4

DANCING OCCUPATIONS

(Fine Arts and Humanities Career Cluster)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CE 015 773

February, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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JUL 2 1 1980

Fine Arts and Humanities Career Cluster

DANCING OCCUPATIONS

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Fine Arts and Humanities Career Cluster

DANCING OCCUPATIONS

RATIONALE

Due to our vast communication facilities such as, television, theaters, stage performances, etc., children are continually surrounded by, and exposed to events involving dancers of many varieties. Through this unit, students will gain a better understanding of the many facets of dancing, and become aware of the skills and training involved in careers of this nature.

GOALS

Through this unit, students will:

-Gain an understanding of the complexity of skills and talent necessary to be successful in a dancing career.

-Become aware of the various motivational factors involved in pursuing a dancing career.

-Become familiar with the skills and training involved in becoming a professional dancer.

-Become aware of the various opportunities available to a person pursuing a career in this field.

-Become familiar with, and distinguish between different types of dances.

-Relate school skills to the skills used by the professional dancer.

-Become aware of how their lives are affected by dancing careers and dancing as recreation.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

-Name four school skills used by the professional dancer.

-Name three tasks involved in becoming a dancer.

-Name three areas a dancer may pursue as a career.

-In simple terms describe what a professional dancer is.

-Name one dancer in the professional world.

-Name a business related to this field.

-Relate how their lives are affected by people engaged in dancing careers or by dancing as recreation.

-Name at least five types of skills a dancer must develop.

-Name three major motivational factors in pursuing a dancing career.

ENTRY LEVEL ASSESSMENT
(To be used as a pre-test and a post-test.)

Use this informal inventory to determine class awareness of the field of dancing:

1. In what ways do dancing careers and/or dancing as recreation affect our lives?

2. What are some skills and personality traits that would be useful in dancing careers?

3. Why might a person want to pursue a dancing career?

4. What is a professional dancer?

5. What are some important traits or qualities a professional dancer must possess to be successful?

6. Name three specialized areas of professional dancing.

7. In what ways do school subjects (math, reading, art, science, music) relate to dancing?

8. What are some of the places you might view or come into contact with a professional dancer?

9. Name one professional dancer.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

-Films as listed.
-Recordings as listed.
-Record player.
-Film projector, filmstrip projector.
-Tape recorder.
-Telephone Directory.
-Dictionary.
-Television guide.
-Telephone.
-Permission slips.

Films:

Introduction to Dance
Let's Polka
Tinikling: The Bamboo Dance
Square Dancing

Recordings: (Recordings may be available at school site or local library.)

Creative Dance
Folk Dances from Round the World, Series I
Honor Your Partner
International Folk Dances #22
Oh, Johnny!
Music for Movement Expression
Music for Modern Dance

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:	MP	2267	The Sounds and Sight of San Francisco
	MP	4774	Foreward Up Six
	MP	4515	Discovering the Sound and Movement of Music
	MP	5502	Dance Your Own Way
	MP	1541	Let's Polka

COMMUNITY RESOURCES

Roy Farrell; Physical Education Consultant; Kern County Superintendent of Schools Office; 834-3700; Bakersfield.

Instructors of private dance studios.

Parents.

INSTRUCTIONAL STRATEGY: LESSONS 1 - 12

Lesson 1

PURPOSE

To define the term professional dancer and acquaint the students with the many types of occupational experiences the dancer may pursue.

MATERIALS

1. Chart paper.
2. Information Sheet 1, next page.
3. Felt pen.
4. Dictionary.
5. Work Sheet 1, following pages, activity to be used after lesson.
6. Entry Level Assessment.

INTRODUCTION

Say: "Today we will begin a study of dancing as a profession and dancing for recreation. Through discussion we will become acquainted with the many jobs a person pursuing a dancing career may investigate, and what the jobs require of a person in that profession."

CLASS ACTIVITIES

1. Use the Entry Level Assessment and record responses by writing or taping.
2. Ask the question, "What do you think a professional dancer is, and who can be a professional dancer?"
3. Using the Information Sheet, the teacher should name each profession and encourage children to try and respond by telling what responsibilities they think each job requires. Teacher should give correct response from Information Sheet if necessary.
4. Using Worksheet have students match job description with the job titles.

SUMMARY

Review compiled list with students and compare answers on Worksheet with those on Information Sheet.

INFORMATION SHEET 1: DANCING PROFESSIONS AND DESCRIPTIONS
(For use with Lesson 1)

Teacher should review the Information Sheet before presenting the lesson.

Definition: Dancer - person who dances; person who makes a living by dancing to entertain others.

Acrobatic dancer - performs a style of dancing by using difficult gymnastic routines.

Actor - Dancer - one who engages in both professions, either separately or together.

Ballet dancer - performer trained to execute stylized gestures through creative movement which tells a story set to music.

Choreographer - creates or designs new dance routines for a particular show or production.

Chorus member - performs in groups as dancers, following dance routines created by choreographer.

Costume designer - person who travels or remains with dance productions and designs costumes which help correlate and project performances of dancers.

Dance director - trains dance performers to perfect routines created by choreographer.

Dance instructor (professional dances) - instructs pupils in ballet, tap, interpretive dancing, etc. in private studios.

Dance instructor (social dances) - one who instructs pupils in ballroom dance, square dance, and other social dances in private studios.

Dance teacher in educational institution - one who instructs students in all types of dances, dance theory and history in an organized educational institution.

Dance therapist - trained person who helps disturbed people in expressing themselves emotionally through dancing.

Make up artist - person who works on set to create and assist dancers with proper make up for particular stage settings, etc.

Worksheet 1
(For use with Lesson 1)

Directions: Read jobs and job descriptions. Place the number of the job title in the box with the correct job description.

1.	Acrobatic dancer	Performs in groups as dancers, following dance routines created by choreographer. ☐
2.	Actor-dancer	Person who helps create the mood of dance routines through costumes. ☐
3.	Ballet dancer	Trained person who helps people to express themselves emotionally through dance. ☐
4.	Choreographer	Trains pupils in skills necessary to become professional dancers, such as, ballet. ☐
5.	Chorus dancer	Teaches dance theory, history, and many types of dances. ☐
6.	Costume designer	Teacher of dances such as, ballroom, square dancing. ☐
7.	Dance director	One who engages in both acting and dancing either separately or together. ☐
8.	Dance instructor	Help in dance productions by applying proper make-up to dancers. ☐
9.	Dance instructor of social dances	Performs a style of dancing by using different gymnastic routines. ☐
10.	Dance instructor for professional dancers	Performer trained to execute stylized gestures through creative movement which tells a story set to music. ☐
		Creates new dance routines for a show. ☐
11.	Dance therapist	Trains dancers to perfect routines created by person who creates dance routines. ☐
12.	Make up artist	

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Lesson 2

PURPOSE

To become familiar with the various job opportunities available to a person pursuing a career related to the dancing field.

MATERIALS

1. Task Cards 1 through 7.

INTRODUCTION

Say: "Today we are going to experience and discuss some of the other jobs people interested in dancing might pursue. In many instances, people prepare for a particular job, but for various reasons find it difficult to enter the profession of their choice. As a result they take other related jobs."

CLASS ACTIVITIES

1. Tell the students that they are going to involve themselves in activities which will help them to become aware of jobs that are related to the dance world.

2. Have centers set up for each task, or materials ready and available for student's use. Assign task cards to students as groups and be sure each task is clear. It might be good to assign team leaders.

3. Bring students together as a total group and have class discussion about their small group experiences.

SUMMARY

From the class discussion, as related jobs are discussed, list them on chalkboard.

Lesson 3

PURPOSE

To consider how people in dancing profession affect our lives.

MATERIALS

1. Manila paper, 9 x 12, folded in fourths.
2. Crayons.
3. Record player.
4. Suggested films: Discovering the Sound and Movement of Music, 4515; Dance Your Own Way, 5592.
   (Available through Instructional Resource Center, Superintendent of Schools).

INTRODUCTION

Say: "We come in contact with dancers frequently. Today I think it would be fun to think about and discuss how we feel when we see various movements in dances. What type of movements could be made to depict sadness? When dancers are performing does each performance tell a story, or could there be other reasons for their movements? (Generate a feeling of happiness or togetherness; to display beauty of rhythm; for mere sake of entertainment, etc.) What kind of movements could be used to depict excitement? Can you think of body movements that could make a person observing you get the idea you were happy? Can you think of a reason why we have dancers? (Source of entertainment.)

CLASS ACTIVITIES

1. Use one of the records listed. Separate students into small groups and as music plays have them try to make up movements to show:

-happiness	-anger
-sadness	-illness
-excitement	-quietness
-contentment	-softness
-fright	-strength
-astonishment	-beauty

2. Using manila paper and with music playing, have students fold paper in four parts. Choose four of the above and draw a stick figure in a position to show one of those emotions.

SUMMARY

Have some of the students share their pictures with the class.

Lesson 4

PURPOSE	To involve students in activities which enhance their awareness of how dancers affect our lives.
MATERIALS	1. Task Cards 8 through 13. 2. Worksheet 2, next page.
INTRODUCTION	Say: "Today we are going to find out more about how observing dancers makes us feel by actually experiencing and creating some of our own movements to music."
CLASS ACTIVITIES	1. Assign task cards to various teams. After the task cards have been read children can work on a task card of their choice.
SUMMARY	Choose one or two volunteers from each team to share experiences with the class.

Worksheet 2

Survey Sheet
(For use with task card 11)

1. Name of program _____

2. Was there a solo dancer? If so, what style of dancing was performed?

_____

3. Was there group dancing? If so, what style of dancing was performed?

_____

4. Did the performance tell a story or project particular emotions?

_____

5. Watch for the credits and see if the choreographer was named. If so, write the name of the choreographer.

_____

6. What type of costumes were used? Describe them.

_____

_____

7. Did the dance team display total rhythm, time sequence, and coordination?

_____

8. Did the team consist of both males and females?

_____

9. Describe the stage setting (colors used, lighting, the type of mood projected, etc.).

_____

_____

_____

10. Give description of total show.

Number of group dances _____

Number of solo dances _____

Was there acting and dancing at the same time? _____

Did each performance have different stage design and costumes?

_____

Lesson 5

PURPOSE

To become aware of how dancing as recreation can be a satisfying leisure activity.

MATERIALS

1. Films: Foreward Up Six, 4774; Let's Polka, 1541. (Available through Instructional Resource Center, Superintendent of Schools.)
2. Film projector.
3. Chalk and chalkboard.

INTRODUCTION

Say: "Today we are going to view two films which show people involved in dancing for the sake of enjoyment and entertainment. Although many people choose dancing as a career, almost everyong enjoys dancing as recreation."

CLASS ACTIVITIES

1. View films.
2. Discuss film in relation to involvement during leisure time.
3. Using the chalkboard list the many occasions and places where children and adults dance for the sake of having fun.
   Examples: birthday parties, dance studios, dance classes, restaurants for dining and dancing, TV shows which promote records, etc.

SUMMARY

Have a few students express themselves as to how they have used dancing as a form of recreation and what the occasion is.

Lesson 6

PURPOSE

To become aware of the various motivational factors involved in pursuing a dancing career by listening to and observing an expert in the field.

MATERIALS

1. *Guest speaker (could be dance students. teachers, community theater choreographers, etc.-- see suggestions in Community Resources section.)

INTRODUCTION

Say: "Today we have _____ as our guest speaker. Listen carefully to what our guest has to say and be thinking of questions you would like to ask after the talk."

CLASS ACTIVITIES

1. Listen to speaker.
2. Question and answer session.

SUMMARY

1. Have question and answer review.
2. Have students write thank you notes and tell one thing they especially enjoyed.

*Suggestion: A demonstration might be better for younger children, rather than a speaker.

Lesson 7

PURPOSE

To become familiar with the skills, qualifications, and training involved in becoming a professional dancer, and the importance of early preparation.

MATERIALS

1. Task Cards 14 through 17.

2. Chalkboard and chalk.

INTRODUCTION

Say: "It is very important that one get an early start in training to become a professional dancer. Most people start early in life by taking lessons in a private dance studio. Today we will take a step by step look at the training of a dancer."

CLASS ACTIVITIES

1. Discuss step by step procedure of training:

   a. Private studio near home. Pre-ballet and tap to develop body coordination and strength.

   b. After three years students start with hard toed shoes. Frequency of classes increases.

   c. During the sixth or seventh year professional training with daily classes usually occurs.

   d. During the eighth or ninth year for the professionally inclined dancer they start entering various competitions and auditioning.

   e. Constant practice and training is necessary even though the dancer is successful.

   f. Elementary and high schools offer some modern dance classes along with some physical education courses which are important depending on the kind of professional dancing one plans to do.

   g. College - for those who wish, especially if they intend to teach, choreograph or direct. However, some choose not to engage in formal education and concentrate on professional study in major cities after high school.

2. Do and discuss Worksheet 3, next page.

3. Assign task cards.

SUMMARY

Have students give reports on their task card experiences.

Worksheet 3
(For use with Lesson 7.)

Check yes or no to questions below.

Do You Have the Qualifications
to be a Professional Dancer?

		YES	NO
1.	Do you have good health?		
2.	Is your weight about normal for your body frame?		
3.	Can you withstand the rigid discipline of constant practice?		
4.	Do your feet have strong arches?		
5.	Do you have a good sense of rhythm, charm, gracefulness, alertness and agility?		
6.	Do you get along well with others?		
7.	Are you sensitive to beauty, emotional expression, poise, tact, dignity?		
8.	Are you an emotionally stable person?		
9.	Would you be willing to sacrifice normal aspects of living?		
10.	Do you possess creativity, talent and personal drive?		
11.	Most of all do you enjoy dancing?		

Lesson 8

PURPOSE

To become familiar with different types of dances, both professional and those used as recreation.

MATERIALS

1. Task Cards 18 through 21.
2. Chart paper.
3. Felt pen.
4. Information Sheet 2, next page.

INTRODUCTION

Say: "In this unit we have many things pertinent to the world of dancing. Today we are going to acquaint ourselves with different types of dances, both professional and those we use for recreation."

CLASS ACTIVITIES

1. Using Information Sheet 2 as guide, teachers will assist students in naming different kinds of dancing and classify them as social or professional or both.
2. Assign task cards.

SUMMARY

Class discusses different types of dances.

Information Sheet 2

Types of dances:

Social	Professional
Waltz	Tap
Square dance	Square dance
Polka	Ballet
Fox trot	Swing
Swing	Modern dance
Tango	Opera, ballet
Bossa Nova	Jazz
Samba	Flamenco
Belly Dancing	Belly Dancing
Exercise classes	Acrobatic
	Baton
	Discotheque

Lesson 9

PURPOSE

To explore several places where professional dancers work. These areas include: stage, television, commercials, dance studios, dance troupes.

MATERIALS

1. Worksheet 4, next page.
2. Suggested film: The Sounds and Sights of San Francisco, 2267.
   (Available through Instructional Resource Center, Superintendent of Schools).
3. Film projector.

INTRODUCTION

Say: "Today we are going to discuss the many career areas where one might observe a dancer or dancers."

CLASS ACTIVITIES

1. View film.
2. Discuss places where one might observe dancers in San Francisco and other cities, including Kern cities.
3. Do worksheet.

SUMMARY

Discuss class activities.

Worksheet 4

Check yes or no if a dancer or dancers would be observed performing in each place listed.

	Yes	No
1. Hotels		
2. Ice Skating Spectacles		
3. Television		
4. Clubs		
5. Grocery Store		
6. Dance Companies		
7. School Classroom		
8. Carnivals		
9. Pageants		
10. Circuses		
11. Department Stores		
12. Airports		
13. Stages		
14. Vaudeville Theaters		
15. Cafes		
16. Airplane factories		
17. Fairs		
18. Aboard Ships		
19. Museums		
20. Operas		

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Lesson 10

PURPOSE

To relate school skills to the skills used by the various workers in dancing and related careers.

MATERIALS

1. Butcher paper.

   Label three sections: ACADEMIC, SOCIAL, ARTISTIC.

2. Felt pen.

INTRODUCTION

Say: "A person entering the dancing profession needs to know school skills for many reasons. Today let's talk about these school skills and discover why they are needed."

CLASS ACTIVITIES

1. Explain the three general skill areas. Have students discuss school skills and how they would be important to the dancer and why. Then place each skill under the correct heading.

2. All students take part in activities on various task cards for this lesson.

SUMMARY

Have a few students share their work with the class. Summarize need for dancer to use school-learned skills.

Lesson 11 (Optional)

PURPOSE	To give students the opportunity to observe an actual dance studio to motivate a greater appreciation for the dancing profession.
MATERIALS	1. Field trip to a dance studio of your choice. (See suggestions in Community Resources section). 2. Permission slips and transportation.
INTRODUCTION	Say: "Today we will take a tour of a dance studio. Think of some things you can be looking for during our tour."
CLASS ACTIVITIES	1. Be sure to review field trip standards.
SUMMARY	Class discussion upon return from field trip.

Lesson 12

PURPOSE To evaluate class awareness of dance careers and how dancing affects our lives.

MATERIALS

1. Entry Level Assessment.
2. Tape recorder, tape or enough copies of the test for each child to write their answers.
3. Task cards.

INTRODUCTION Say: "Today we will find out how much we have learned about dancing careers."

CLASS ACTIVITIES

1. Discuss questions and record answers.
2. Free use of task cards.

SUMMARY Children should feel free to talk about the things they have enjoyed about the unit, also their likes and dislikes.

TRY CALLING A SQUARE DANCE

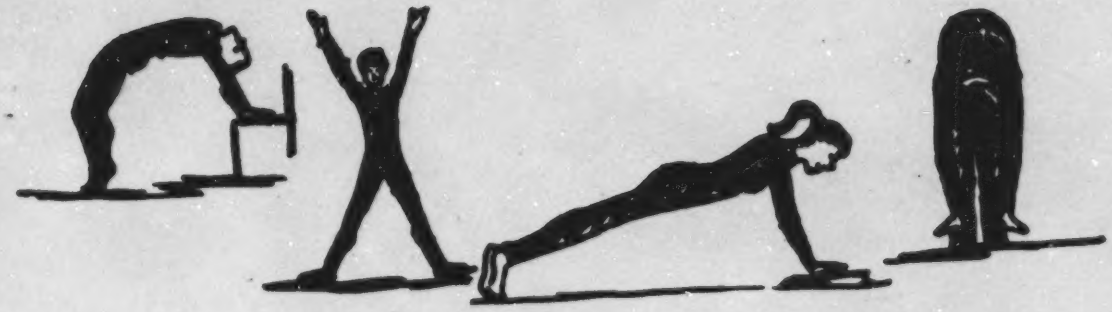
You need:

1. record player
2. any square dance record of your choice (look for one at home, at school, or at your public library.)

Have fun listening to square dance records. See if you can learn some of the phrases the caller uses on the recording. Be prepared to report to the class what you have learned. Try to dance to one of the recordings.

Have fun! You may want to create your own square dance using the calls you have learned.

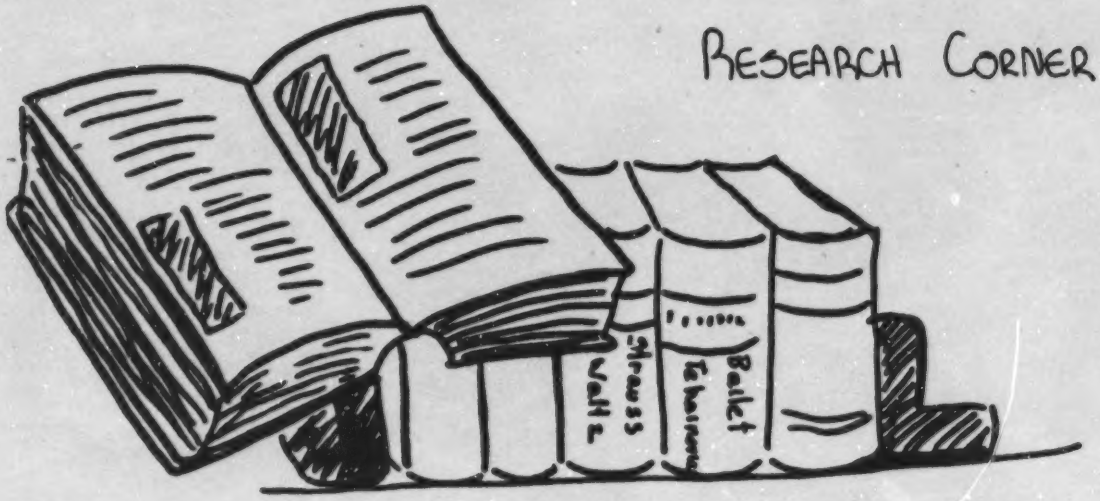
KEEP FIT!



You need:

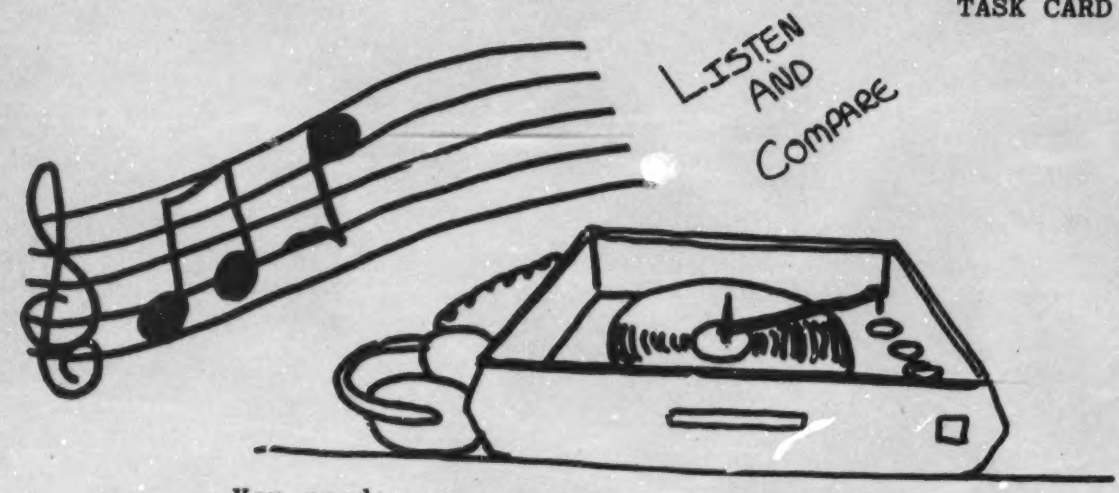
1. good imagination
2. any exercise recording

Make a list of several exercises that you enjoy. Your list might include touching your toes, jumping jacks, knee bends, marching in place. Choose a record. Select one person to be the leader. It will be his or her job to lead the class through the exercises that were listed. Try to fit the exercises to the rhythm of the music.



Get assistance from your school librarian and compose a list of people who have arranged music for dances or dancers. Name the person and the title of one of their pieces. Be prepared to give a report to the class.

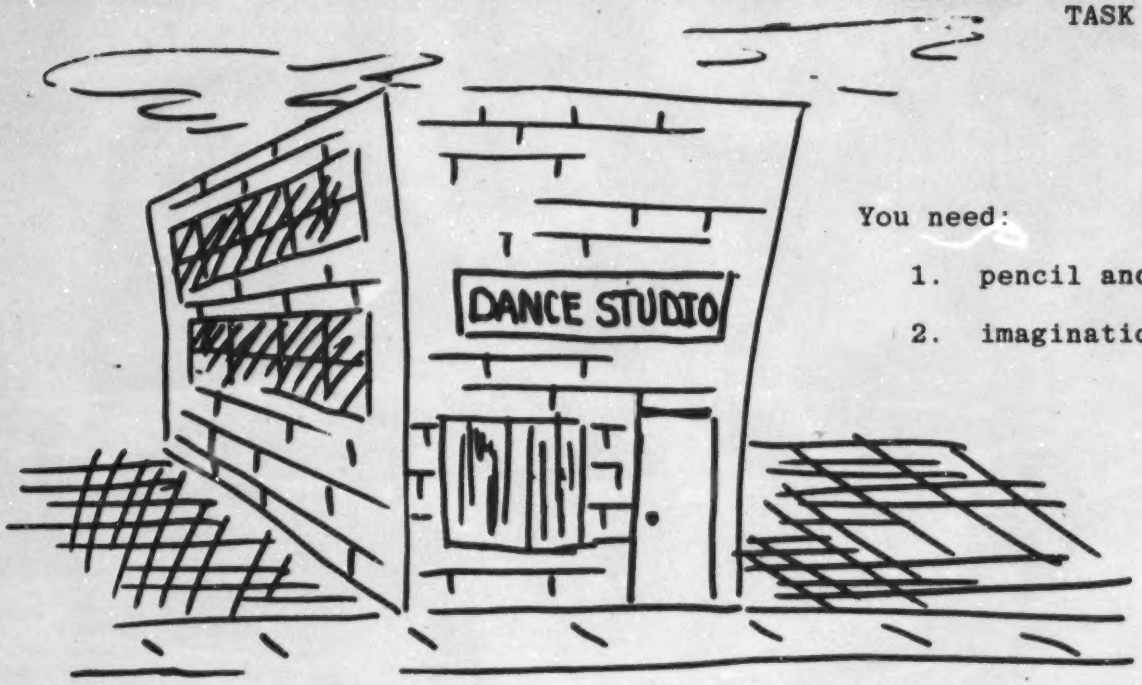
TASK CARD 4



You need:

1. record player
2. recordings: Folk Dances for Round the World, Series I (Rhythms A106) Honor Your Partner, Album #22: International Folk Dances (SDA HYP 22)
3. Any folk dance record of your choice (look for folk dance records at home, at school, and at your public library.)

Listen to folk dances of the different countries and compare them in relation to the best of the music and the different feelings you get as you listen to them. Do they sound similar in any way? Be prepared to give a report to the class. You may want to share some of your favorite dance recordings.



You need:

1. pencil and paper
2. imagination

TEACHER	TIME	KIND OF DANCE
Ms. Roszell	9:30	Jazz
Mr. Russo	10;30	Ballet
Ms. Sanchez	11:30	Hula
Ms. Roszell	1:30	Tap

You have just become the manager of a dance studio. Decide what hours your dance studio will be open; decide how many teachers you will need and what kinds of dances your studio will teach; then make up a time schedule for your studio.

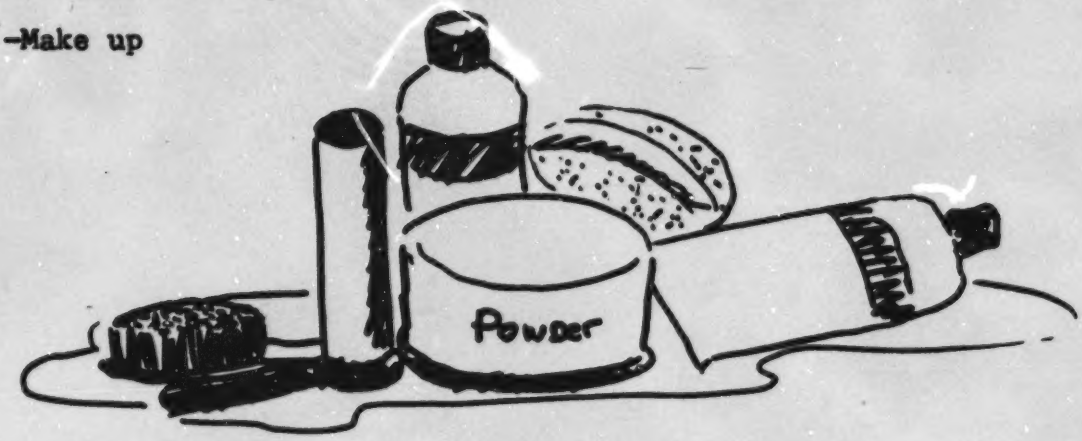
Today is your day to be creative. You have a traveling dance team and they will need costumes for each dance. Decide how many dances they will do, and design a costume for each dance.

TASK CARD 7

You need:

-Permission slips

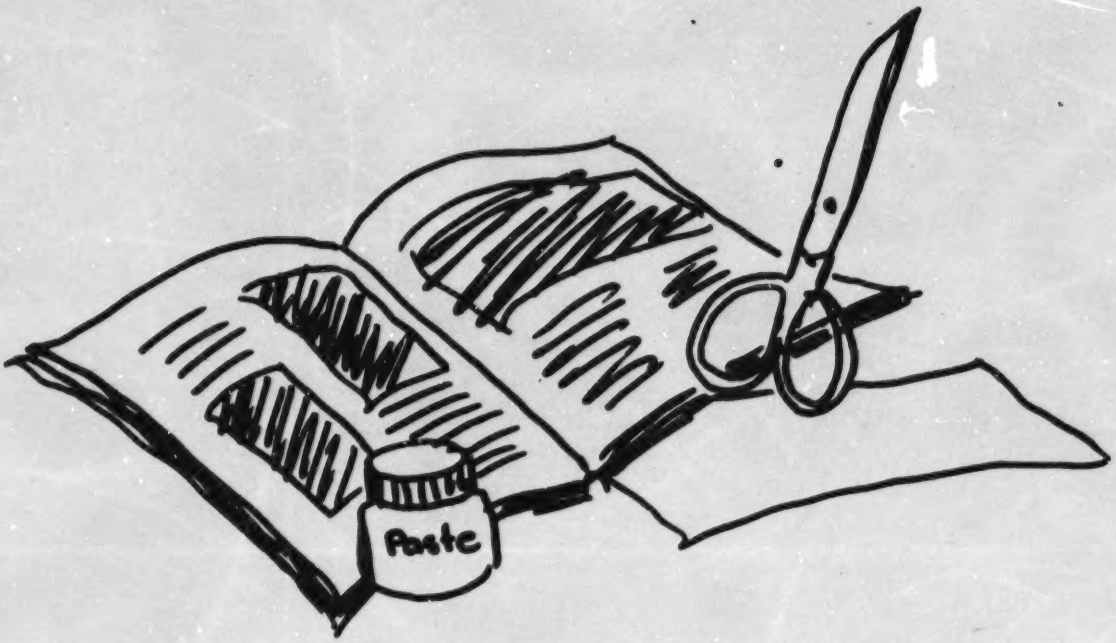
-Make up



Dancers use make up when they perform on the stage. With make up the facial features are accented and the audience is better able to appreciate facial expressions. Imagine that you are a dancer. Decide the character you will play and the type of dancing you will do. Apply make up. Artistic ability is important.

Be sure to obtain permission from your parents to use the make up.

TASK CARD 8

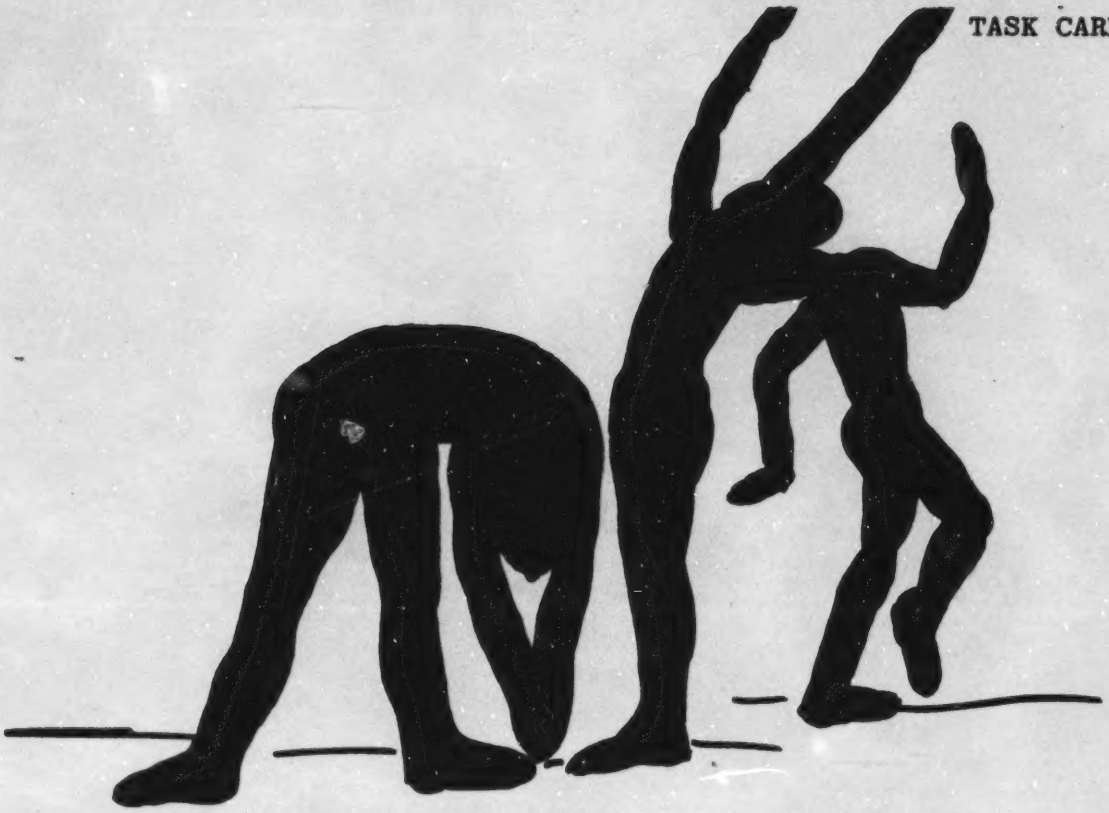


You need:

-Magazines
-Scissors
-Paste
-Paper

Look through magazines and find pictures of dancers. Write a sentence telling how the picture makes you feel. What kind of music do you think fits the dancing style?

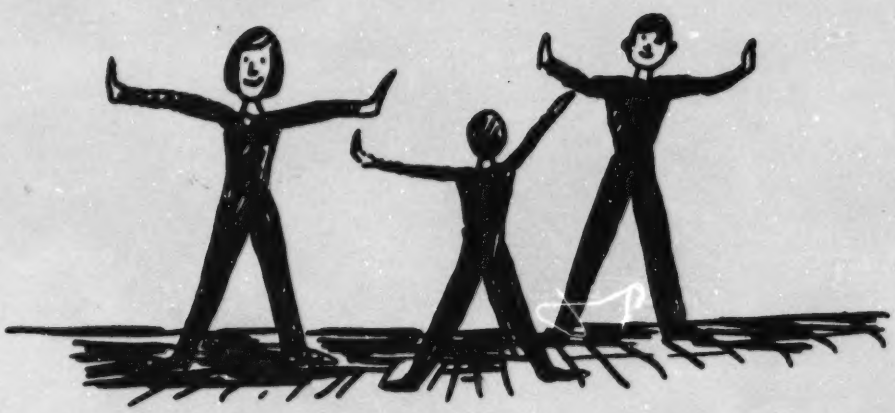
TASK CARD 9



You need:

- -Record player
- -Recording: Music for Movement Expression
- -A friend

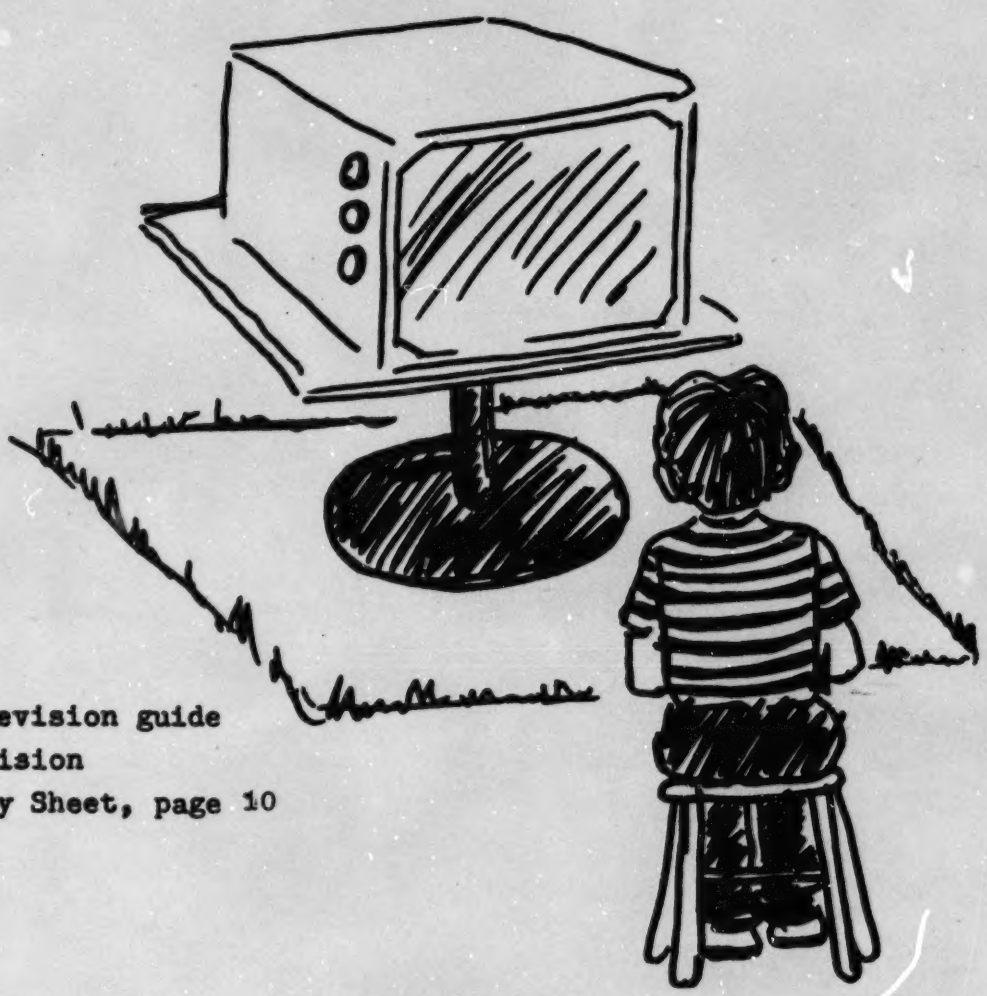
Be creative! Choose a friend! Make up movements which might show sadness, happiness, excitement, fright, tragedy, suspense and other emotions. Be prepared to perform one or two motions for your classmates.



You need:

-Pencil
-Paper

People go to dance classes and exercises for many reasons. Think of as many reasons as you can and list them. You may want to interview several people at school and find out their reasons to add to your list. Be ready to read your list to the class.



You need:

-A television guide
-Television
-Survey Sheet, page 10

Look through your television guide and choose a program in which a great amount of dancing is involved. Watch the show carefully. Ask your teacher for a Survey Sheet. Answer questions about the show as you watch. This assignement should be done at home. Bring your Survey Sheet to class and prepare a report for the class.

You need:

-Paper
-Pencil
-Scissors
-Crayons

Today is your chance to be creative and to make up a product you would like to advertise on television. After you think of a name for your product, think of a familiar melody and create your own words to that melody to sell your product. Now create a dance to go along with the melody. Be prepared to perform your commercial for the class.

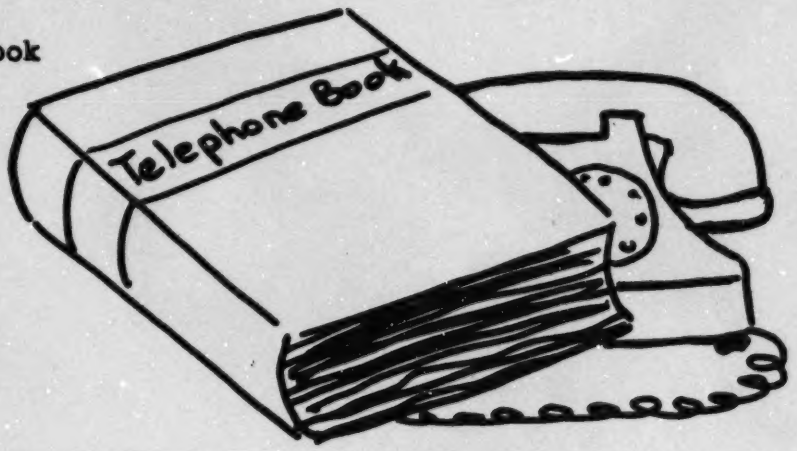
You need:

- -Shoe box
- -Crayons
- -Paste or glue
- -Construction paper
- -Manila paper
- -Pencils
- -Scissors

Most dance troupes have to perform on stage. Today you may create a stage scene where dancers might perform. Remember to place dancers in your creation. They will need costumes. Good luck! After you finish write a paragraph about how you think the audience would feel when observing the scenery.

You need:

-Telephone
-Telephone book
-Pencil
-Paper



Use the phone book to find the number of Dance Studios. Call the Dance Studios and ask permission to interview a dance instructor. Use the following questions in your interview:

1. What type of person should take dancing?
2. What should be important to the student in school if the student plans to pursue a dancing career?
3. What kind of lessons do you offer?
4. How old should I be before I start dance lessons?
5. How much do dance lessons cost?
6. Is it necessary to practice everyday and why?

Be prepared to give a report to your class. Use good telephone manners.

You need:

-Pencil
-Paper

Using the list below copy the things you think are important as skills and training for a career in dancing.

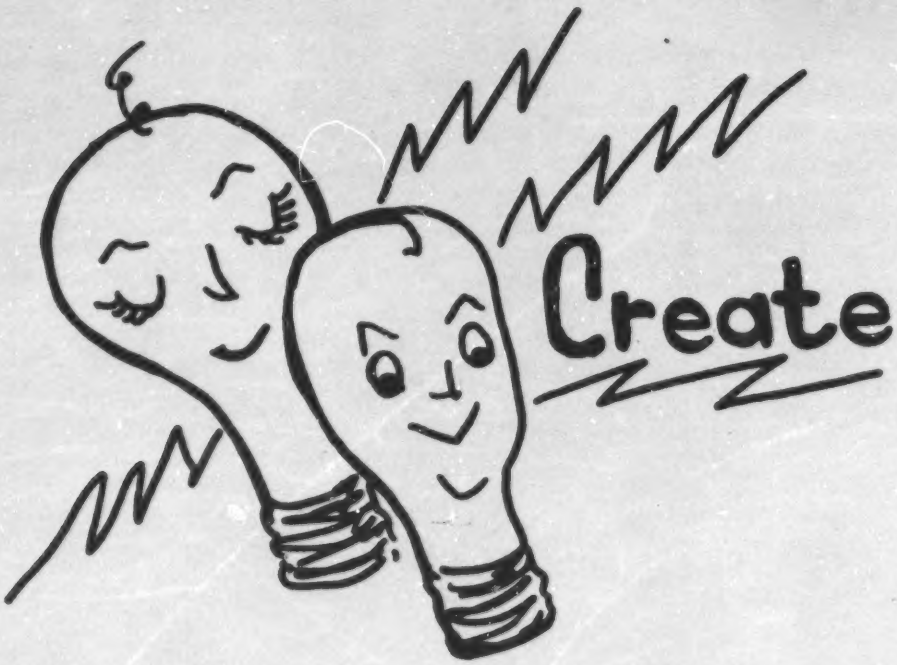
-college	-self-discipline	-good personality
-agility	-good coordination	-good balance
-stamina	-sense of rhythm	-acting
-elementary school	-dance exercises	-gracefulness
-creativity	-singing	-sense of timing

TASK CARD 16

You need:

-Library
-Pencil
-Paper

Using the school library, find a book on Dance Therapy. The librarian will help you locate the book. (You may have to go to the Public Library.) Make a list of skills and training a dance therapist might need in order to be successful in that field. Be prepared to report your findings to the class.



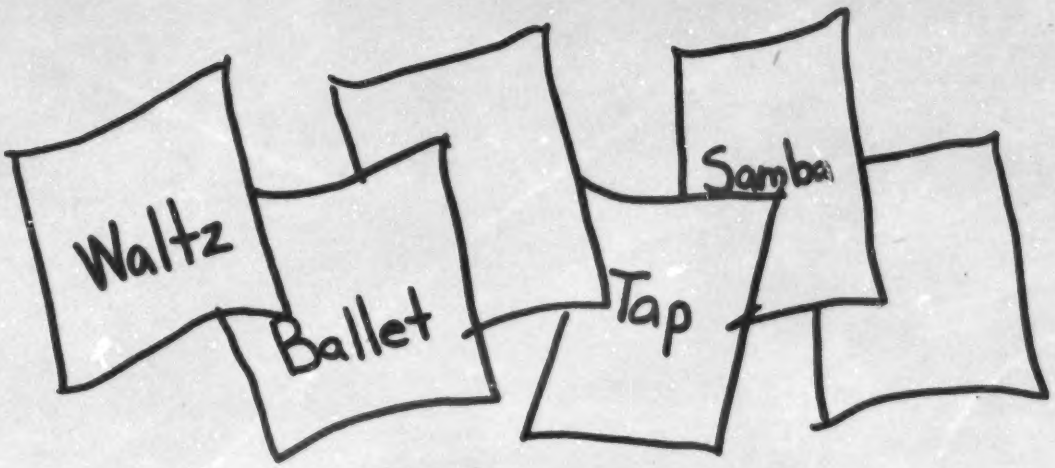
You need:

-Library

-Pencil

-Paper

Choreographers are very important people to any dance production. Use the library to find a book that has information on dance and choreographers. Prepare a report including facts about the training and skill necessary to a career as a choreographer. Tell why you think that job would be important to a dance troupe.

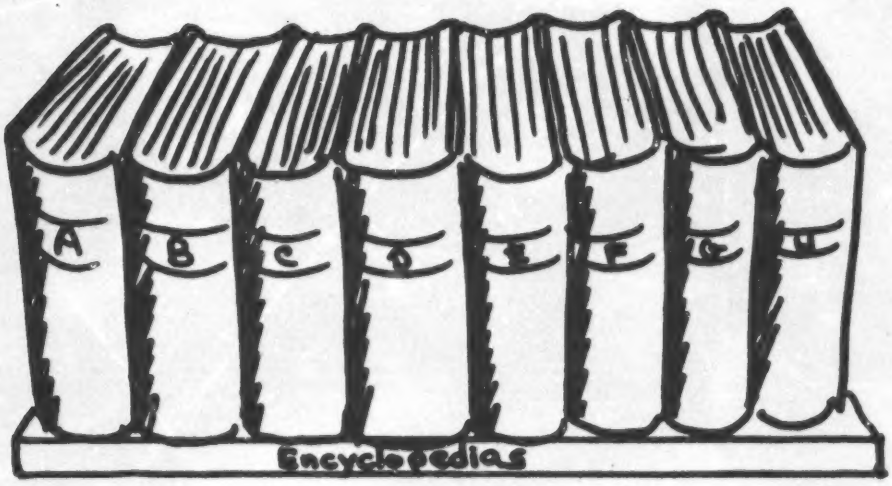


You need

-Paper
-Pencil

Divide your paper into two sections. Head one section with the word, Professional and the other, Social. Place the names of these dances under the headings you feel are suitable. Some types may go under both headings. Use the list below.

-Fox trot	-Waltz	-Jazz	-Samba
-Tap	-Swing	-Tango	-Belly Dancing
-Square dancing	-Interpretive	-Flamenco	-Cha Cha
-Ballet	-Modern	-Acrobatic	-Baton
-Polka	-Opera	-Bossa Nova	-Discotheque



You should have:

-Paper
-Pencil
-Encyclopedia

Using your classroom or library encyclopedia find some important information about dancing. Your purpose is to research and find out about as many dances as you can. Be prepared to share your findings with the class.

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TASK CARD 20

You will need:

-Telephone book
-Pencil
-Paper

Use the yellow pages of your local directory and list as many places as possible that provide lessons for social dancing. Also list as many as possible which provide lessons for one who may pursue dancing as a career.

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